Impact of employment on newcomer's values: Role of supervisor's transformational leadership

Zubin R. Mulla[a],*, Venkat R. Krishnan[b]

[a] *Tata Institute of Social Sciences, Mumbai, Maharashtra, India*
[b] *Center for Oneness and Transforming Leadership, Chennai, Tamil Nadu, India*

Abstract   We explore changes in newcomers' values from the day they join their first job, over time. In an engineering company (N = 244), after one month of classroom training, newcomers showed an increase in self-enhancement values and a reduction in self-transcendence values. In a bank (N = 59), after 18 months on-the-job experience, newcomers' values showed a reduction in self-transcendence. In an automobile company (N = 64), the supervisor's transformational leadership enhanced self-transcendence values and reduced self-enhancement values of newcomers. We also found that transformational leadership of the newcomer's supervisor was positively related to enhancement of the newcomer-supervisor value congruence.
© 2022 Published by Elsevier Ltd on behalf of Indian Institute of Management Bangalore. This is an open access article under the CC BY-NC-ND license (http://creativecommons.org/licenses/by-nc-nd/4.0/)

Introduction

On November 26, 2008, during the terror attack at the Taj Mahal Hotel in Mumbai, the staff of the hotel displayed exemplary moral courage in the face of great adversity and danger, risking their lives for the hotel guests. About 3 years later, on December 9, 2011, in the Advance Medicare and Research Institute Hospital near Kolkata, there was a fire due to negligence which killed 93 patients and hospital staff members (Times of India, December 10, 2011). According to media reports, at that time, most of the medical staff escaped, while the patients succumbed to the deadly flames. The seeming difference in response highlights the importance of inculcating self-

transcendence values in employees. The Taj example demonstrates how, by inculcating self-transcendence values in employees, organisations can contribute to the overall wellbeing in society.

An important determinant of an individual's behaviour is the individual's values and value systems (Rokeach, 1973). Values form the innermost core of one's personality and determine one's attitudes and behaviours and are central to any theory of action (Martin & Lembo, 2020). They are abstract and desirable goals (Roccas, Sagiv, & Navon, 2017) and are a central construct in social sciences and humanities (Sagiv & Roccas, 2017). Values are like "mental programmes" and form the invisible core of a culture that is provided by families, schools, and organisations to individuals through socialisation processes (Hofstede, 2001, p. xix, 11). Social values are transmitted to individuals through social institutions (such as family, schools, the church), and organisational values are transmitted to the individual through processes of

formal and informal socialisation primarily through the immediate supervisor (Meglino & Ravlin, 1998).

Prior research on newcomer socialisation has studied the effect of socialisation processes on various outcomes such as satisfaction (Boswell, Shipp, Payne, & Culbertson, 2009), commitment (Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013), and identification (Zhu, Tatachari, & Chattopadhyay, 2017). The effect of socialisation processes on newcomer values has not been studied except in a recent field experiment (Martin, 2016), which showed how value-based stories communicated during socialisation could significantly affect newcomer behaviours. As individual values not only have an impact on an individual's preferences, choice, and behaviour but also on an organisation's culture, it is important for organisations to study the impact of the newcomer's initial socialisation experience on his or her values.

Through a series of three longitudinal studies, we investigate the nature of changes in individual values because of an individual joining an organisation during the start of his or her career. We show how during initial socialisation in an organisation, a newcomer's values change such that the individual becomes more concerned with his or her own achievement and power rather than concerned for team members or the rest of the world. This process is reversed in case an individual has a reporting manager (supervisor) who displays transformational leadership. Consistent with the argument of Burns (1978), we find that transformational leaders change the values of their followers such that followers become more sympathetic of others' needs and less concerned with their own achievement or power. Finally, we show that when managers display transformational leadership, newcomers' values get more closely aligned to their manager's values.

In the next section, we discuss the literature review starting with values and value systems, followed by the role of transformational leadership in value change, and finally we discuss transformational leadership and value system congruence.

Values and value systems

Values are internalised normative beliefs that can guide behaviour by indicating a preference for a certain mode of being or end goal to its opposite (Rokeach, 1973). For example, individuals who value honesty believe that being honest is preferable to being dishonest. Values are defined as "cognitive representations of three types of universal human requirements: biologically based needs of the organism, social interactional requirements for interpersonal coordination, and social institutional demands for group welfare and survival" (Schwartz & Bilsky, 1987, p. 551). When values are arranged in order of preference, they form a unique system of priorities for an individual called the value system (Rokeach, 1973), which transcends specific situations (Schwartz & Bilsky, 1987).

Values help evaluate persons, situations, and other environmental cues as good or bad (preferable or not preferable) and constitute instrumental and terminal goals or guiding principles of life (Rokeach, 1973; Schwartz & Bilsky, 1987). Values are pervasive and extend to moral as well as non-moral domains. For example, a manager who values order may positively evaluate subordinates who are systematic and predictable in their work when compared with those who are otherwise. However, this evaluation may be morally neutral.

Schwartz and Bilsky (1987) mapped the various values by clubbing similar values into motivational domains and arranged the motivational domains according to their co-occurrence in the form of a value structure. After confirming the universality of the value structure (Schwartz & Bilsky, 1990), Schwartz (1992) identified 10 motivationally distinct value types which comprehensively included all the values expressed universally and which could be arranged into a value structure representing the compatibilities and conflicts among values. The two basic dimensions which explained the organisation of the entire value structure were: openness to change versus conservation and self-enhancement versus self-transcendence (Schwartz, 1992).

The dimension of openness to change versus conservation represents a motivation to follow one's own "intellectual and emotional interests in unpredictable and uncertain directions versus to preserve the status quo" (Schwartz, 1992, p. 43). The other dimension of self-enhancement versus self-transcendence represents a motivation to enhance one's "own personal interests (even at the expense of others) versus the extent to which they motivate people to transcend selfish concerns and promote the welfare of others, close and distant, and of nature" (Schwartz, 1992, p. 43). It is the dimension relating to self-enhancement versus self-transcendence, which is relevant to ethics and ethical decision-making in organisations (Fu, Tsui, Liu, & Li, 2010), and has been shown to be related to altruistic behaviour (Sosik, Jung, & Dinger, 2009). The dimension of self-enhancement combines power, achievement, and hedonism values, whereas the dimension of self-transcendence combines universal and benevolence values (Schwartz, 1992, p. 43).

Schwartz et al. (2012) refined the theory of basic individual values by defining and ordering 19 values on a continuum such that they could be organised around two more dimensions – growth versus self-protection and social versus personal focus. Schwartz's approach to values is the most contemporary, popular, and influential approach to understanding values (Schwartz & Cieciuch, 2016). In this paper, we use the original 10-value framework along with the four motivational domains (Schwartz, 1992) as the unit of analysis. We do this for ease of discussion and in line with recent studies (Arieli, Sagiv, & Cohen-Shalem, 2016; Schwartz & Sortheix, 2018; Vecchione et al., 2016), which have also opted for the 10-value framework instead of the 19-value framework.

The four motivational domains identified by Schwartz (1992) are self-enhancement, self-transcendence, conservation, and openness to change. Self-enhancement includes the values of power, achievement, and hedonism. Self-transcendence includes the values of universalism and benevolence. Conservation includes the values of conformity, tradition, and security. Openness to change includes the values of self-direction and stimulation. The value hedonism may be mapped onto either self-enhancement or openness to change (Schwartz, 1992, p. 44). However, since we are specifically interested in exploring the dimensions of self-enhancement and self-transcendence which are relevant to ethics (Fu et al., 2010), we have included hedonism as part of self-enhancement values along with power and achievement (Schwartz, 1992, p. 43).

Value changes after the first job

Values are considered to be relatively stable individual characteristics which remain constant over time and across diverse situations (Rokeach, 1973; Schwartz, 1992). There have been studies, however, which have showed changes in values and value systems in groups of individuals, cohorts, and societies over time (Roberts & DelVecchio, 2000; Vecchione et al., 2016). Values and value systems may also change as a result of personal experiences of individuals (Rokeach, 1973). These personal changes, if occurring to a group of individuals at the same time, may also reflect in mean level value changes in the group (Bardi, Lee, Hofmann-Towfigh, & Soutar, 2009). Rokeach (1973) explains the process of value change in an individual on becoming aware of contradictions in his or her belief system. This leads to self-dissatisfaction which is then eliminated through a change in the value system.

Organisational socialisation is the process by which a new member in an organisation "acquires the social knowledge and skills necessary to assume an organizational role" (Van Maanen & Schein, 1979, p. 3). New members in an organisation entering an uncertain and unknown environment are likely to be anxious, and in order to relieve their anxiety, they are likely to quickly learn the norms of their new environment (Van Maanen, 1978). Van Maanen (1978) distinguished seven dimensions along which socialisation processes may vary, viz., formal (informal), individual (collective), sequential (non-sequential), fixed (variable), tournament (contest), serial (disjunctive), and investiture (divestiture).

Irrespective of the specific process followed, all forms of socialisation strive to develop a new and distinct organisational or group identity in the newcomer. In the process of the development of the new identity, the newcomer's existing self-concept is likely to be challenged, triggering the process of self-dissatisfaction and value change suggested by Rokeach (1973). Human beings will believe and behave in ways that are consistent with a need to maintain and enhance their self-esteem. Self-esteem can be enhanced whenever a person receives satisfaction, pleasure, or gratification by modifying whatever he or she has normally believed, said, or done so far. In this manner, value change will be the result of an active self-striving to become an aspired self (Ball-Rokeach, Rokeach, & Grube, 1984, pp. 20-21).

The transition from life as a student on campus to life as an employee in an organisation is a significant event for a young adult. This is particularly so in the Indian context, in which students' college tuition is primarily funded by their parents. Unlike in the west, not only do parents in India fund their children's education, but they may also shape and decide several important life decisions of their children including choice of a career and choice of a life partner (Iyengar, 2010). Hence, when individuals move from campus life to life in an organisation, they are likely to experience a sense of social and financial independence that they have not felt before. As a result of the young adults adapting to this new environment, there are likely to be substantial value changes in them.

Winston, Maher, and Easvaradoss (2017) developed a measure of "preoccupation" with each of the deficiency-

needs in Maslow's hierarchy and identified the values that are correlated with each of the needs. Need preoccupation is an indicator that an individual is threatened by possible deprivation of a particular need. They found that preoccupation with deficiency-needs was correlated with self-enhancement values positively and with self-transcendence values negatively. Preoccupation with each of the deficiency-needs fosters values that protect an individual through anxiety-avoidance mechanisms. Organisations provide a highly competitive environment (Pfeffer, 2013), and employees entering an organisation are likely to be preoccupied with esteem needs.

During the initial days in their new job, newcomers are likely to be exposed to role models of powerful and successful individuals who have done well in the organisation. Successful individuals a few years into the job are significant role models for newcomers, and their stories of success heard from peers and co-workers are likely to substantially impact the values of the newcomers (Martin, 2016). Moreover, the highly competitive organisational environment and conventional education, especially education in economics and business, are likely to make individuals more self-oriented and less concerned about others (Ghoshal, 2005; Krishnan, 2008; Racko, 2017). As a result of this, newcomers are likely to imbibe these values of material and career success into their own value systems, thereby enhancing the importance given to self-enhancement values such as achievement and social dominance (via career success) and hedonism (via material well-being). Moreover, they are likely to believe that organisational life has no place for self-transcendent values including concern for others. As part of the value framework, self-enhancement values emphasise pursuing one's own interests, whereas self-transcendence values emphasise other's interests (Schwartz et al., 2012). Hence, we hypothesise that:

> Hypothesis 1a: After joining their first job, individuals will show an increase in importance to self-enhancement values.
> Hypothesis 1b: After joining their first job, individuals will show a reduction in importance to self-transcendence values.

Changes in values from being other-oriented to being more self-oriented, after individuals start on their first job, are in line with the occurrence of the loss of idealism in the course of an individual's professional career. For example, dental hygiene students were found to be more optimistic and had positive role perceptions when compared with experienced dental hygienists (Champine et al., 2017), and medical students were likely to become less idealistic as they progressed in their education (Griffith & Wilson, 2001, 2003; Mader, Roseamelia, & Morley, 2014; Maher, 2006; Morley, Roseamelia, Smith, & Villarreal, 2013).

Transformational leadership and value change

During the process of informal socialisation, newcomers start performing their organisational roles and may perceive more uncertainty due to their sudden exposure to the organisational realities (Chao, O'Leary-Kelly, Wolf, Klein, &

Gardner, 1994; Louis, 1980). During this period, someone who could provide relief from this uncertainty and its accompanying anxiety is the newcomer's supervisor. Specifically, the supervisor's transformational leadership could serve to alienate this uncertainty and provide a source of support and continuity as well as an exemplification of the organisation's stated values. Moreover, unlike their classroom training experiences, while working on the job, newcomers seeking to get information about their organisation (Miller & Jablin, 1991) may find their immediate supervisor a useful resource.

Transformational leadership, first proposed by Burns (1978) and later elaborated by Bass (1985), is defined as a relationship characterised by the high amount of emotional involvement by both leader and follower in the pursuit of common goals, and one in which

"leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20). Specifically, transformational leadership is exhibited in the form of four behaviours (Bass, 1985) – idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

Transformational leadership is superior to mere transactional leadership, which relies on a mutual exchange of valued outcomes such as monetary incentives and promotions for hard work (Burns, 1978). Transformational leaders not only recognise and exploit existing needs of potential followers, but they also look for potential motives and higher needs in followers. In this manner, they completely engage their followers and help them to achieve their fullest potential (Burns, 1978, p. 4). According to Burns, the crucial task of transformational leaders is to raise the awareness and consciousness of their followers to higher levels of conduct and morality (Burns, 1978, p. 20). Hence, a critical outcome in transformational leadership is the moral development of followers.

Transformational leaders motivate followers by transforming their values so that they are more concerned about group and organisational goals (Bass, 1985). Studies have shown that transformational leadership has a positive effect on the follower's willingness to sacrifice for the work unit (Shamir, Zakay, Breinin, & Popper, 1998), self-concordance (Bono & Judge, 2003), internalisation of the organisation's moral values, and collectivistic orientation (Dvir, Eden, Avolio, & Shamir, 2002; Shamir et al., 1998). Followers of transformational leaders gave a higher priority to values such as "self-respect" and being "honest" and a lower priority to "pleasure" when compared with the followers of individuals who did not show transformational leadership behaviour (Mulla & Krishnan, 2011).

Self-transcendent values represent values of benevolence and universalism which involve concern for the well-being of one's close associates as well as the community at large. These values are in opposition to self-enhancement values which involve concern for one's own achievement and power over others. Hence, we hypothesise that:

Hypothesis 2a: Transformational leadership of the newcomer's supervisor will enhance self-transcendence values of the newcomer.
Hypothesis 2b: Transformational leadership of the newcomer's supervisor will reduce self-enhancement values of the newcomer.

Transformational leadership and value system congruence

An important determinant of organisational outcomes beyond an individual's values is value system congruence (Schuh et al., 2018). Value system congruence between the supervisor and the newcomer is the extent of agreement between the supervisor's value system and the newcomer's value system (Krishnan, 2002, 2005). When individuals perceive their supervisor to be competent, they are likely to align their values with those of their supervisor (Weiss, 1978). An important outcome of transformational leadership is leader–follower value system congruence (Bass & Steidlmeier, 1999; Jensen, 2018; Krishnan, 2002, 2005).

Imitation of the leader by his or her followers is a typical characteristic of transformational leadership. Transformational leader's role modelling leads to vicarious learning of values by followers. Modelling results in a convergence between the values of the model and observer, which manifests itself as high value congruence (Hayibor, Agle, Sears, Sonnenfeld, & Ward, 2011). The followers of transformational leaders experience a total and unqualified belief in and identification with the leaders and their mission. This identification would result in similarity of value systems between the transformational leaders and their followers as values are an important component of such identification. Jung and Avolio (2000) found that transformational leadership was positively related to leader–follower value congruence. Hence, we hypothesise that:

Hypothesis 3: Transformational leadership of the newcomer's supervisor will be significantly and positively related to newcomer–supervisor value congruence.

Overview of the present research

Data were collected from three organisations – an engineering company, a bank, and an automobile manufacturer. From each of these organisations, data were collected from multiple sources and on multiple occasions. Moreover, we used different measures of values – one normative (Schwartz, 2016) and another ipsative (Lee et al., 2017; Lee, Soutar, & Louviere, 2008). The ipsative or ranking measure tends to provide better measurement properties, but the normative or rating measure does not have the same analytical limitations of ranked data (McCarty & Shrum, 2000). Hence, using both the measures will help increase confidence in the findings.

In the first study (at the engineering company), we looked at the change in values as individuals made the transition from campus life to organisational life in a matter of just one month. In this study, students were part of a classroom training programme during the entire one month. In the second study (at the bank), we looked at the change in values of individuals over a period of 18 months of on-the-job experience in their first job. In the third study (at the automobile manufacturer), we looked at the impact of the immediate supervisor's transformational leadership on the newcomer's value system and newcomer–supervisor value system congruence.

Study 1: Methods

Sample and procedures

From the engineering company, we collected data from 244 newcomers who were all engineers (graduates and post-graduates), of which there were 189 men and 35 women. Their ages ranged between 20 and 27 years with the median age being 22 years. We collected data from this group on two occasions – first, within three days of their joining the organisation, and second, after one month when their formal induction process (primarily classroom-based) was completed. We first sought permission from the organisation to address the newcomers. We addressed the newcomers within the first three days of their joining the organisation and took their written consent to participate in this research. The first round of data was collected from all the newcomers who had joined the organisation in that year. The second round of data was collected after a month of their completing a classroom-based formal training programme. During the formal training programme, participants were exposed to several inputs relating to the organisation's business as well as its history. There were also some group activities and games to highlight the organisation's values and culture. There were also several sessions by senior managers of the organisation about their experiences.

Measures

Values. Values of newcomers were measured using a normative scale (Schwartz, 2016). The scale contained 57 items in total. Each of the 19 values described by Schwartz et al. (2012) was measured by three items, which described an individual of the same gender as the participant (there were different versions for male and female participants). For example, an item measuring power values was "It is important to him (her) to have the power that money can bring". Participants were asked to respond to the survey on a six-point Likert scale ranging from "Not like me at all" to "Very much like me". The respondents filled this survey within three days of their joining the organisation and after one month on the job. In both the cases, the surveys were filled up in a hard copy format in the presence of one of the authors.

Study 1: Results

The internal reliabilities (Cronbach's alpha) for each of the 10 values ranged from 0.55 to 0.79, falling within the normal range for values (Schmitt, Schwartz, Steyer, & Schmitt, 1993). We corrected for scale use biases using the procedure recommended by Schwartz (2016). As per this procedure, we first calculated the scores for the 10 values by taking means of the items that indexed the value. Next, we computed each individual's mean score across all 57 value items (this is called MRAT). The MRAT score was then subtracted from each of the 10 value scores. This procedure centres the scores of each of the individual's 10 values around that individual's mean rating. To check the change in the importance of each of the 10 values and 4 motivational domains, we performed a paired-samples t-test.

After one month on the job, individuals increased their emphasis on self-enhancement. We found a significant difference ($t = -6.23$, $p < 0.01$) on self-enhancement scores after one month on the job ($M = -0.52$, SD = 0.58) when compared with scores when the individual joined the organisation ($M = -0.73$, SD = 0.67). Hence, Hypothesis 1a was supported.

In terms of specific values in this domain, individuals gave greater emphasis to hedonism and power values. Scores on the value of hedonism after one month on the job ($M = 0.35$, SD = 0.59) were significantly different ($t = 2.60$, $p < 0.01$) from the scores when the individual first joined ($M = 0.23$, SD = 0.74). Scores on the value of power after one month on the job ($M = -0.92$, SD = 0.77) were significantly different ($t = -7.28$, $p < 0.01$) from the scores when the individual first joined ($M = -1.23$, SD = 0.84).

Moreover, individuals reduced their emphasis on self-transcendence. We found a significant difference ($t = 3.94$, $p < 0.01$) on self-transcendence scores after one month on the job ($M = 0.26$, SD = 0.30) when compared with scores when the individual joined the organisation ($M = 0.34$, SD = 0.33). Hence, Hypothesis 1b was supported.

Specifically, we found that after one month on the job, individuals gave less importance to universalism. Scores on the value of universalism after one month on the job ($M = 0.14$, SD = 0.42) were significantly different ($t = 4.06$, $p < 0.01$) from the scores when the individual first joined ($M = 0.25$, SD = 0.48). The output of the paired-samples t-test is shown in Table 1.

Study 2: Methods

Sample and procedures

From the bank, we collected the first round of data from all the 160 newcomers within the first three days of their joining the organisation. The sample consisted of individuals who had completed their post-graduate studies in management. There were 112 men and 48 women in the sample. Their ages ranged between 22 and 29 years with the median age being 25 years. The first round of data was collected in a hard copy survey in the presence of one of the authors.

The second round of data was collected after a period of 18 months. During these 18 months, after a short period of classroom training, all newcomers were allotted their organisational responsibilities and had been working as regular employees of the bank. After 18 months, when we approached the organisation for the second round of data collection, we were informed that there were only 83 individuals remaining in service (the rest of the individuals had quit the organisation). Of those who remained, there were 61 men and 22 women, and their ages ranged between 23 and 29 years with the median age being 24 years. We compared the values of those who had quit the organisation with those who had stayed using a one-way analysis of variance. We found that individuals who had quit the organisation scored higher on the motivational domain "openness to change" and lower on the motivational domain "conservation" when compared with those who had remained with the organisation.

Table 1 Descriptive statistics and effect sizes for change in mean importance of the values and motivational domains over time (study 1).

Values	Time 1		Time 2		95% CI for mean difference	t
	M	SD	M	SD		
Self-direction	0.24	0.57	0.22	0.52	−0.04, 0.08	0.69
Stimulation	0.06	0.82	0.06	0.74	−0.09, 0.08	−0.12
Hedonism	0.23	0.74	0.35	0.59	−0.20, −0.02	−2.60**
Achievement	0.27	0.67	0.26	0.49	−0.07, 0.08	0.19
Power	−1.23	0.84	−0.92	0.77	−0.39, −0.22	−7.28**
Security	0.37	0.47	0.27	0.43	0.03, 0.15	3.35**
Conformity	0.00	0.83	−0.19	0.60	0.09, 0.29	3.84**
Tradition	−0.53	0.81	−0.40	0.68	−0.21, −0.05	−3.19**
Benevolence	0.49	0.46	0.45	0.44	−0.02, 0.09	1.27
Universalism	0.25	0.48	0.14	0.42	0.05, 0.15	4.06**
Motivational domains						
Self-transcendence	0.34	0.33	0.26	0.30	0.03, 0.11	3.94**
Self-enhancement	−0.73	0.67	−0.52	0.58	−0.26, −0.13	−6.23**
Openness to change	0.19	0.47	0.21	0.40	−0.06, 0.02	−0.803
Conservation	−0.04	0.38	−0.08	0.30	0.00, 0.07	2.34*

Note: N = 224.
*p < 0.05, **p < 0.01.

We approached the 83 remaining individuals via email and invited them to fill up an internet-based survey link containing the survey of values. Of the 83 individuals, 59 individuals responded to the survey yielding a response rate of about 71%.

Measures

Values. Values of newcomers were measured using the normative scale (Schwartz, 2016) containing 57 items that was used in the earlier study. The respondents filled this survey within three days of their joining the organisation and after 18 months on the job.

Study 2: Results

As in the earlier study, we corrected for scale use biases using the procedure recommended by Schwartz (2016). To check the change in the importance of each of the 10 values and 4 motivational domains, we performed a paired-samples t-test.

We found that after 18 months on the job, there was no significant difference in self-enhancement. In terms of the constituent values, there was no significant difference in hedonism and power values, and individuals reduced their emphasis on achievement values. Hence, Hypothesis 1a was not supported.

We also found that after 18 months on the job, individuals gave less emphasis to self-transcendence. We found a significant difference (t = 3.96, p < 0.01) on self-transcendence scores after 18 months on the job (M = .19, SD = .26) when compared with scores when the individual joined the organisation (M = 0.34, SD = 0.30). Hence, Hypothesis 1b was supported. The output of the paired-samples t-test is shown in Table 2.

Study 3: Methods

Sample and procedures

From the automobile manufacturer, we collected data in two rounds. The first round of data collection was done on the date of joining the organisation. After sharing the details of the research and obtaining the consent of all the newcomers, we collected data on newcomers' values in a hard copy format from 203 newcomers. Of the 203 newcomers, there were 42 women and 161 men. Their ages ranged from 20 to 28 years with a median age of 22 years.

The second round of data collection was done after a period of seven months when the newcomers were undergoing on-the-job training. We could get responses from 109 newcomers (of which 96 were collected in person and the rest through online survey). When Round 2 data were compared with Round 1 data for newcomers, we found 100 matching pairs.

In Round 2, we also collected data from the supervisors (managers) of the newcomers. We got the list of managers for each of the newcomers from the corporate and local human resource managers. Out of a total of 88 managers, we got responses from 69 managers (of which 29 were collected in person and the rest via a web-based survey link). Seventeen of the managers did not respond to the survey and in 22 cases, the name of the manager as mentioned by the respondent (i.e., the newcomer) did not match with the name provided in the company records. Hence, there were 64 newcomer–manager pairs from the second round of data collection.

While collecting data in Round 2, we also asked the newcomers two open-ended questions: "Think of a time in the last few months (since you joined this organisation), when you experienced or observed an incident that had a positive/negative impact on you. Briefly describe these

Table 2 Descriptive statistics and effect sizes for change in mean importance of the values and motivational domains over time (study 2).

Values	Time 1		Time 2		95% CI for mean difference	t
	M	SD	M	SD		
Self-direction	0.37	0.43	0.13	0.41	0.09, 0.37	3.31**
Stimulation	0.05	0.80	−0.10	0.62	−0.06, 0.37	1.42
Hedonism	0.41	0.71	0.21	0.72	−0.04, 0.45	1.62
Achievement	0.61	0.56	0.24	0.56	0.18, 0.55	3.98**
Power	−0.49	0.83	−0.57	0.78	−0.14, 0.31	0.73
Security	0.57	0.45	0.16	0.43	0.26, 0.57	5.36**
Conformity	0.11	0.59	−0.02	0.43	−0.01, 0.29	1.79
Tradition	−0.38	0.57	−0.34	0.56	−0.21, 0.14	−0.40
Benevolence	0.67	0.40	0.36	0.40	0.18, 0.42	5.08**
Universalism	0.12	0.41	0.02	0.39	−0.01, 0.21	1.71
Motivational domains						
Self-transcendence	0.34	0.30	0.19	0.26	0.07, 0.22	3.96**
Self-enhancement	−0.12	0.67	−0.16	0.45	−0.10, 0.19	0.57
Openness to change	0.30	0.36	0.08	0.39	0.10, 0.33	3.68**
Conservation	0.14	0.28	−0.06	0.23	0.12, 0.29	4.97**

Note: N = 59.
*p < 0.05, **p < 0.01.

incidents in the space provided below". The purpose of asking this question was to see elements of the newcomer's experience during the first year of employment that may have had an impact on the newcomer's value systems.

Measures

Values. Values of newcomers were measured using an ipsative scale – The best-worst scale for Schwartz values (Lee et al., 2017). This scale is based on the concept of best-worst scaling proposed by Finn and Louviere (1992) and then adapted to the Schwartz value survey by Lee et al. (2008). A refined and recent version of Schwartz best-worst survey (Lee et al., 2017) was used in this study.

Transformational leadership. Transformational leadership was measured using a 30-item scale developed by Krishnan (2009). This scale was developed to measure transformational leadership in the Indian context and has been found to be reliable and valid in earlier studies (e.g., Agarwalla, Seshadri, & Krishnan, 2015).

Personality. The Big 5 personality traits were measured using a 20-item Mini-IPIP scale (Donnellan, Oswald, Baird, & Lucas, 2006). This scale has good psychometric properties and is a practically useful measure to help control for the effects of personality on value changes.

Study 3: Results

The 30-item transformational leadership scale was reliable (Cronbach's alpha = 0.95). Each of the subscales of the leadership scale showed the following reliabilities: idealised influence-attributed = 0.83, idealised influence-behaviour = 0.80, inspirational motivation = 0.81, intellectual stimulation = 0.82, and individualised consideration = 0.81.

Change in values of newcomers

To check the change in the importance of each of the 10 values and 4 motivational domains, we performed a paired-samples *t*-test. There was no significant difference in self-enhancement over a period of seven months after joining the organisation. Hence, H1a was not supported. We found that importance for hedonism and achievement increased, but there was no significant difference in power.

Scores on the value of hedonism after seven months on the job ($M = 0.03$, SD = 0.48) were significantly different ($t = -2.50$, $p < 0.01$) from the scores on the day the individual joined the organisation ($M = -0.09$, SD = 0.54). Also, scores on the value of achievement after seven months on the job ($M = 0.28$, SD= 0.36) were significantly different ($t = -2.32$, $p < 0.05$) from the scores on the day the individual joined the organisation ($M = 0.20$, SD = 0.31).

Moreover, we found that newcomers gave lower importance to self-transcendence. We found a significant difference ($t = 2.57$, $p < 0.01$) on self-transcendence scores after seven months on the job ($M = 0.10$, SD = 0.19) when compared with scores on the day the individual joined the organisation ($M = 0.15$, SD = 0.18). Hence, Hypothesis 1b is supported.

In terms of specific values, newcomers gave lower importance to universalism, but there was no significant difference in benevolence. Scores on the value of universalism after seven months on the job ($M = 0.01$, SD = 0.23) were significantly different ($t = 2.61$, $p < 0.01$) from the scores on the day when the individual joined the organisation ($M = 0.07$, SD = 0.27). The output of the paired-samples *t*-test is shown in Table 3.

Impact of supervisor's transformational leadership behaviour on value change

We performed regressions to identify the best predictors of newcomers' values taking one value at a time. In each of the

Table 3 Descriptive statistics and effect sizes for change in mean importance of the values and motivational domains over time (study 3).

Values	Time 1		Time 2		95% CI for mean difference	t
	M	SD	M	SD		
Self-direction	0.33	0.28	0.39	0.31	−0.12, 0.00	−1.85*
Stimulation	0.17	0.45	0.17	0.42	−0.06, 0.07	0.10
Hedonism	−0.09	0.54	0.03	0.48	−0.21, −0.02	−2.50**
Achievement	0.20	0.31	0.28	0.36	−0.14, −0.01	−2.32*
Power	−0.35	0.38	−0.31	0.37	−0.11, 0.04	−0.92
Security	−0.11	0.28	−0.10	0.29	−0.06, 0.04	−0.21
Conformity	−0.13	0.35	−0.26	0.30	0.06, 0.19	3.92**
Tradition	−0.29	0.22	−0.26	0.24	−0.08, 0.01	−1.36
Benevolence	0.30	0.34	0.29	0.31	−0.05, 0.07	0.32
Universalism	0.07	0.27	0.01	0.23	0.01, 0.11	2.61**
Motivational domains						
Self-transcendence	0.15	0.18	0.10	0.19	0.01, 0.08	2.57**
Self-enhancement	−0.16	0.30	−0.11	0.29	−0.10, −0.00	−1.67
Openness to change	0.19	0.27	0.25	0.25	−0.10, −0.01	−2.80**
Conservation	−0.18	0.15	−0.21	0.16	−0.00, 0.05	1.51

Note: N = 100.
*$p < 0.05$, **$p < 0.01$.

regressions, we controlled for the newcomers' initial values (at the time of joining), demographic factors (age and gender), and transformational leadership. Similarly, we performed regressions on each of the motivational domains while controlling for the initial scores on the motivational domains.

The supervisor's transformational leadership was positively related to universalism values and negatively related to values of achievement and power even after controlling for initial values. The output of our regression analysis is shown in Table 4.

In addition to individual values, we also analysed the effect of transformational leadership on motivational domains. For motivational domains, the supervisor's transformational leadership behaviour was positively related to newcomer's self-transcendence values and negatively related to newcomer's self-enhancement values even after controlling for these values at the start of the training

(Table 5). Hence, we show that supervisor's transformational leadership behaviour can significantly enhance the newcomers' other-oriented values (and reduce newcomer's self-oriented values), irrespective of these values at the time of joining the organisation. Hence, Hypotheses 2a and 2b were supported.

Transformational leadership and newcomer-supervisor value system congruence

The newcomer-supervisor value congruence is operationalised as the correlation coefficient between the 10-values of the newcomer and the 10-values of the corresponding supervisor. The value congruence can be assessed at both Time 1 and Time 2.

In order to see whether there was any change in the value congruence between newcomer and supervisor values at

Table 4 Outputs of regressions of values at the end of the training period after controlling for initial values (study 3).

	Values									
	SDIR	STIM	HEDO	ACHI	POWE	SECU	CONF	TRAD	BENE	UNIV
Value at the start of the training	0.39**	0.66**	0.54**	0.54**	0.44**	0.54**	0.49**	0.40**	0.56**	0.51**
Transformational leadership	0.00	−0.06	−0.07	−0.17*	−0.18*	−0.04	0.13	−0.11	0.10	0.22**
Gender (0 = male, 1 = female)	−0.01	0.15*	−0.16*	0.01	−0.25**	0.08	−0.00	0.03	0.04	0.13
Adjusted R^2	0.12	0.43	0.34	0.30	0.28	0.28	0.23	0.14	0.30	0.36
F	5.76**	26.19**	18.05**	15.61**	14.02**	14.12**	11.09**	6.38**	15.72**	19.66**

Note: SDIR: self-direction, STIM: stimulation, HEDO: hedonism, ACHI: achievement, POWE: power, SECU: security, CONF: conformity, TRAD: tradition, BENE: benevolence, UNIV: universalism.
Values are standardised regression coefficients.
N = 64 newcomer-supervisor pairs.
*$p < 0.05$, **$p < 0.01$.

Table 5 Outputs of regressions of motivational domains at the end of the training period after controlling for initial scores on motivational domains.

	Motivational domains			
	Self-transcendence	Self-enhancement	Openness-to-change	Conservation
Motivational domain at the start of the training	0.53**	0.48**	0.67**	0.48**
Transformational leadership	0.23**	−0.23**	−0.03	−0.03
Gender (0 = male, 1 = female)	0.12	−0.21**	−0.01	0.05
Adjusted R^2	0.38	0.33	0.44	0.21
F	21.42**	17.64**	27.21**	10.24**

$N = 64$ newcomer–supervisor pairs; values are standardised regression coefficients.
*$p < 0.05$, **$p < 0.01$.

Time 1 and Time 2, we performed a paired-samples t-test. We found that there was no significant difference in the newcomer–supervisor value congruence at Time 1 and Time 2. This shows that there is no systematic change in the newcomer–supervisor value congruence across the time periods for the entire sample.

In order to check whether supervisor's transformational leadership and newcomer's personality have a role to play in predicting newcomer–supervisor value congruence, we performed a regression in which newcomer–supervisor value congruence at Time 2 was the dependent variable. The independent variables included newcomer personality traits and supervisor's transformational leadership. We controlled for newcomer's age, gender, and the newcomer–supervisor value congruence at Time 1.

None of the control variables was significant, and hence these were dropped for further analysis. Stepwise regression was done in which the supervisor's transformational leadership had a significant impact on newcomer–supervisor value congruence at Time 2 over and above the effect of newcomer–supervisor value congruence at Time 1. Hence, Hypothesis 3 was supported. The output of these regressions is shown in Table 6.

Role of employee experience in value change

An alternative explanation for our results could be that individuals who have had positive and negative experiences on the job tend to attribute these outcomes to their supervisors (Meindl, Ehrlich, & Dukerich, 1985). As a supplementary analysis, we compared the experiences reported by newcomers whose self-transcendence values had increased with the experiences reported by newcomers whose self-

transcendence values had decreased in order to check whether there were differences in the amount and nature of experiences of these two groups.

In order to classify the dimensions of the employment experience, we used the framework of "glassdoor" (https://www.glassdoor.co.in/index.htm). Glassdoor is a well-known source of crowd-sourced employer branding (Dabirian, Kietzmann, & Diba, 2017) and has been used as a source of data in recent research (Kietzmann, 2017; Melián-González & Bulchand-Gidumal, 2016; Saini, 2018). Glassdoor classifies the employee experience into five categories: culture and values, work-life balance, senior management, compensation and benefits, and career opportunities. In addition to these, we added one more category: administrative difficulties. This category included newcomer experiences faced with the administration such as delays in being allotted a workstation or excessive paperwork. Though most newcomers had provided one positive and one negative incident, a few of the newcomers had provided more than one incident in each of the categories.

The category culture and values included general statements about the working style, the team, and of the work environment; for example, "People in the department are supportive to ideas and always ready to help us to learn". Under work-life balance, newcomers indicated instances when they were made to work beyond office hours; for example, "My manager stays in office until 9 p.m. and makes me feel guilty for leaving early". For the category senior management, we included statements which described the behaviour of the senior managers in the company or newcomers' interactions with them; for example, "The head of the department was very humble" and "approaching higher grade people is easy in this organisation". An example of an

Table 6 Predictors of newcomer–supervisor value congruence at time 2.

	Model 1			Model 2		
	B	SE B	β	B	SE B	β
Value Congruence (Time 1)	0.48	0.09	0.55	0.49	0.08	0.56**
Supervisor's transformational leadership behaviour				0.09	0.04	0.21*
Adj. R^2		0.30			0.33	
Change in R^2					0.03	

$N = 64$ newcomer–supervisor pairs.
*$p < 0.05$, **$p < 0.01$.

Table 7 Elements of employment experience of newcomers whose self-transcendence value increased and decreased.

Elements of employment experience	Newcomers whose self-transcendence values increased		Newcomers whose self-transcendence values decreased	
	Positive experiences	Negative experiences	Positive experiences	Negative experiences
Culture and values	13	10	11	7
Work-life balance	0	3	0	3
Senior management	18	4	18	3
Compensation and benefits	1	0	1	1
Career opportunities	9	5	7	15
Administrative issues	1	25	0	16

incident classified as compensation and benefits is "providing a free medical check-up for all employees". An example of an incident classified as career opportunities is "The allocation of departments was random. The organisation was unable to tap the right potential for the right cause". Finally, an example of an incident classified as administrative issues is "I was made to sit idle for months after the initial few days of training. I was not even allotted a workstation during that time".

The classification of employee experiences is shown in Table 7. From this classification, there does not seem to be any perceptible difference between the experiences of those whose self-transcendence values have increased and those whose self-transcendence values have decreased during the seven months after joining the organisation. Hence, it is likely that the observed relationship between the leadership behaviour of the newcomers' supervisors and the newcomers' changes in values is not an attribution based merely on their work experiences.

General discussion

In all the three organisations we studied, we found that individuals reduced the importance given to self-transcendence values and in one of the organisations, individuals increased the importance given to self-enhancement values over a period of time. These seem to be in line with the observations of the changes in members of other occupations such as dental hygienists (Champine et al., 2017), medical students (Griffith & Wilson, 2001, 2003; Mader et al., 2014; Maher, 2006; Morley et al., 2013), physiotherapists (Kjeldsen & Jacobsen, 2012), police officers (Hazer & Alvares, 1981), and lawyers (Freedman, 1978).

These findings seemed to be similar irrespective of whether the organisation had a classroom-based socialisation or an on-the-job socialisation process. This means that there are most likely elements of a "hidden curriculum" (Hafferty & Franks, 1994) at play. In other words, implicit and explicit messages communicated by important role models seem to be having an influence on newcomers' values more than the formal socialisation processes.

Another likely explanation for the changes in values after joining the organisation could be that newcomers join an organisation with certain perceptions and expectations, but later come face-to-face with organisational realities

contrary to their expectations (Hazer & Alvares, 1981; Kjeldsen & Jacobsen, 2012). Moreover, it is likely that newcomers when exposed to organisational norms promoting self-interested behaviour are likely to adapt and modify themselves to fit into their new environment (Miller, 1999; Miller & McFarland, 1987).

One of the factors that seems to be reversing the trend of individuals moving from self-transcendence to self-enhancement seems to be the transformational leadership of the supervisor. Supervisors, when they exhibit transformational leadership by being credible moral exemplars, emphasising team goals, and providing individualised attention to their team members, provide a powerful role model for newcomers to emulate. As a result of transformational leadership, over time, newcomers' values become more similar to their supervisor's values. More importantly, the impact of the supervisor's transformational leadership behaviour seems to be over and above that of the various elements of job experiences over the first few months on the job. Despite having similar experiences, those newcomers whose supervisors exhibited transformational leadership behaviours were more likely to show an increase in their self-transcendence values.

These findings are in line with other studies which show the role of supervisors in predicting employees' unethical behaviour (e.g., Sguera, Bagozzi, Huy, Boss, & Boss, 2018) as well as job turnover (Reina, Rogers, Peterson, Byron, & Hom, 2018).

Theoretical contributions

Values are an important and useful construct but have been explored in a rather limited sense., Organisations do not pay sufficient attention to individual values, despite their repeated claims about the primacy and importance of culture. Values, value systems, value congruence, and change in these variables over a period of time provide useful insights into the nature of individuals and their thought processes which are antecedents for their choices and decisions within and outside the organisation.

The distinctive characteristic of transformational leadership in contrast to other approaches to leadership is the moral development of followers. This study specifically demonstrates two of the important outcomes of transformational leadership mentioned by Burns (1978) but which have

been largely ignored by prior researchers: first, that transformational leadership leads to the moral development of followers; and second that the purposes of leaders and followers become fused over time.

Practical implications

In addition to measuring affective variables such as employee engagement and intention to leave, organisations need to start measuring their employees' values. Since values are trans-situational goals (when compared with attitudes which are situation-specific), understanding employees' values will give organisations a deeper insight into employees' thought processes and judgements. Studies have shown the link between an individual's values and his/her ethical behaviour (Nayir & Herzig, 2012; Triana, Wagstaff, & Kim, 2012).

Hence, it would help an organisation to understand the values of their potential employees during recruitment and selection (Schuh et al., 2018). Moreover, in the case of newcomers, organisations will be able to get a clear picture of how the formal and informal processes in the organisation are affecting the thinking of their newcomers. The values of an organisation's members will eventually form the basis of the organisational culture. If organisations want to cultivate a positive culture, they cannot afford to ignore the values of their employees in general and their newcomers in particular.

Another important implication of this study is the role of the immediate supervisor in impacting the values of the newcomer. Some academic research has studied the impact of the manager in shaping an individual's ethical behaviour (e.g., Lee, Choi, Youn, & Chun, 2017). However, these studies do not specifically study the role of the "first boss". On the contrary, many popular writings have emphasised the role of one's first boss in shaping not just one's experience on the job, but also one's entire career (Bersin, 2014). The academic research in this area, however, is limited. With the exception of one study on the role of authentic leadership on outcomes for nurses during their first year (Read & Laschinger, 2015), there appears to be little research on this topic.

In this study, we found that unless the newcomer's leader displayed transformational leadership behaviour, all socialisation process led to a reduction in the newcomer's self-transcendence values. The newcomers are the future leaders of the organisations. Recent studies have shown that the leader's values are an important determinant of leadership effectiveness (Fu et al., 2010; Krishnan, 2001; Qu et al., 2017). Specifically, the values that were shown to enhance leadership effectiveness are other-oriented values (Krishnan, 2001), high self-transcendence values, and low self-enhancement values (Fu et al., 2010), and high benevolence (Qu et al., 2017). Another study showed that followers' satisfaction with the leader and followers' citizenship behaviours were contingent on the leaders being perceived as selfless (Ritzenhöfer, Brosi, Spörrle, & Welpe, 2017). Hence, socialisation processes which make newcomers more selfish are not good for the future of leadership in the organisation.

The newcomer in an organisation is in alien territory and is seeking cues for his/her behaviour. The immediate supervisor is an easily accessible source of not just the organisation's norms and values but also work values in general. Hence, organisations must take care to allot newcomers under the supervision of those managers who embody the values of the organisation. Moreover, those managers must be trained in transformational leadership, so that they can effectively inspire and influence the newcomers.

Limitations and future directions

This paper has numerous limitations which need to be addressed in subsequent research. First, the samples at each of the three organisations are small. This is partly because of the relatively small recruitment numbers, further compounded by attrition of newcomers from the organisation within the first year. Another cause of reduction in the sample is due to non-availability of responses during the second round of data collection in a longitudinal study. Second, the timings during which the second round of data was collected from the three organisations were different. This was based on the access to the participants in the organisations and it limits the generalisability of our findings. Third, we use a univariate approach to analysis due to the interdependence among the values caused by the ipsative measure of values. A more robust analysis could be possible by using multivariate analysis on a normative measure of values. Fourth, one could explore other kinds of value congruence such as that of the newcomer with the actual and idealised values of the organisation. Finally, we have not controlled for several factors (such as education, family background, and religious upbringing) in the newcomers, which could have had an influence on their values.

Conclusion

The phenomenon of loss of idealism in the course of one's career has been explored and described for the medical and legal profession. Newcomers in organisations seem to be displaying a similar loss of idealism by reducing their emphasis on self-transcendent values and by increasing their emphasis on self-enhancement values. This is likely to adversely affect some of the espoused values of most organisations such as universalism, encouraging diversity, and promoting teamwork.

In contrast, having supervisors who display transformational leadership is likely to provide an important counteracting force and ensure that newcomers' values change such that they give more emphasis to self-transcendence values. In order to prevent this loss of idealism in newcomers, organisations should ensure that managers of newcomers display appropriate behaviours and thereby provide newcomers with positive role models.

Compliance with ethical standards

Disclosure of potential conflicts of interest

Research involving human participants

Informed consent

Informed consent was obtained from all individual participants included in the study.

References

Agarwalla, S., Seshadri, B., & Krishnan, V.R. (2015). Impact of gunas and karma yoga on transformational leadership. *Journal of Human Values* 21 (1), 11-22.

Arieli, S., Sagiv, L., & Cohen-Shalem, E. (2016). Values in business schools: The role of self-selection and socialization. *Academy of Management Learning and Education* 15 (3), 493-507.

Ball-Rokeach, S.J., Rokeach, M., & Grube, J.W. (1984). The great American values test: Influencing behavior and belief through television. The Free Press, New York.

Bardi, A., Lee, J.A., Hofmann-Towfigh, N., & Soutar, G. (2009). The structure of intraindividual value change. *Journal of Personality and Social Psychology* 97 (5), 913-929.

Bass, B.M. (1985). Leadership and performance beyond expectations. The Free Press, New York.

Bass, B.M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly* 10 (2), 181-217.

Bersin, J. (2014). 9 reasons I loved my first boss. Huffpost: The Blog Accessed from: https://www.huffingtonpost.com/josh-bersin/9-reasons-i-loved-my-firs_b_5629808.html. on January 9, 2017 at 10:17 hours.

Bono, J.E., & Judge, T.A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal* 46 (5), 554-571.

Boswell, W.R., Shipp, A.J., Payne, S.C., & Culbertson, S.S. (2009). Changes in newcomer job satisfaction over time: Examining the pattern of honeymoons and hangovers. *Journal of Applied Psychology* 94 (4), 844-858.

Burns, J.M. (1978). Leadership. Harper Torchbooks, New York.

Champine, J.M., Inglehart, M.R., Furgeson, D., Halaris, J.F., Fitzgerald, M., Danciu, T.E., & Kinney, J.S. (2017). Loss of idealism or realistic optimism? A cross-sectional analysis of dental hygiene students' and registered dental hygienists' professional identity perceptions. *International Journal of Dental Hygiene* 1-11. https://doi.org/10.1111/idh.12287.

Chao, G.T., O'Leary-Kelly, A.M., Wolf, S., Klein, H.J., & Gardner, P.D. (1994). Organizational socialization: Its content and consequences. *Journal of Applied Psychology* 79 (5), 730-743.

Dabirian, A., Kietzmann, J., & Diba, H. (2017). A great place to work! Understanding crowdsourced employer branding. *Business Horizons* 60 (2), 197-205.

Donnellan, M.B., Oswald, F.L., Baird, B.M., & Lucas, R.E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the big five factors of personality. *Psychological Assessment* 18 (2), 192-203.

Dvir, T., Eden, D., Avolio, B.J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal* 45 (4), 735-744.

Finn, A., & Louviere, J.J. (1992). Determining the appropriate response to evidence of public concern: The case of food safety. *Journal of Public Policy and Marketing* 11 (2), 12-25.

Freedman, M.H. (1978). The loss of idealism – by whom – and when. *NYU Law Review* 53, 658-662.

Fu, P.P., Tsui, A.S., Liu, J., & Li, L. (2010). Pursuit of whose happiness? Executive leaders' transformational behaviors and personal values. *Administrative Science Quarterly* 55 (2), 222-254.

Ghoshal, S. (2005). Bad management theories are destroying good management practices. *Academy of Management Learning and Education* 4 (1), 75-91.

Griffith, C.H., & Wilson, J.F. (2001). The loss of student idealism in the 3rd-year clinical clerkships. *Evaluation and the Health Professions* 24 (1), 61-71.

Griffith, C.H., & Wilson, J.F. (2003). The loss of idealism throughout internship. *Evaluation and the Health Professions* 26 (4), 415-426.

Hafferty, F.W., & Franks, R. (1994). The hidden curriculum, ethics teaching, and the structure of medical education. *Academic Medicine* 69 (11), 861-871.

Hayibor, S., Agle, B.R., Sears, G.J., Sonnenfeld, J.A., & Ward, A. (2011). Value congruence and charismatic leadership in CEO-top manager relationships: An empirical investigation. *Journal of Business Ethics* 102 (2), 237-254.

Hazer, J.T., & Alvares, K.M. (1981). Police work values during organizational entry and assimilation. *Journal of Applied Psychology* 66 (1), 12-18.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions*. organizations across nations. Sage.

Iyengar, S. (2010). The art of choosing. Little Brown, London.

Jensen, U.T. (2018). Does perceived societal impact moderate the effect of transformational leadership on value congruence? Evidence from a field experiment. *Public Administration Review* 78 (1), 48-57.

Jung, D.I., & Avolio, B.J. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of Organizational Behavior* 21 (8), 949-964.

Kammeyer-Mueller, J., Wanberg, C., Rubenstein, A., & Song, Z. (2013). Support, undermining, and newcomer socialization: Fitting in during the first 90 days. *Academy of Management Journal* 56 (4), 1104-1124.

Kietzmann, J.H. (2017). Crowdsourcing: A revised definition and introduction to new research. *Business Horizons* 60 (2), 151-153.

Kjeldsen, A.M., & Jacobsen, C.B. (2012). Public service motivation and employment sector: Attraction or socialization? *Journal of Public Administration Research and Theory* 23 (4), 899-926.

Krishnan, V.R. (2001). Value systems of transformational leaders. *Leadership and Organization Development Journal* 22 (3), 126-131.

Krishnan, V.R. (2002). Transformational leadership and value system congruence. *International Journal of Value-Based Management* 15, 19-33.

Krishnan, V.R. (2005). Leader-member exchange, transformational leadership, and value system. *Electronic Journal of Business Ethics and Organization Studies* 10, 14-21.

Krishnan, V.R. (2008). Impact of MBA education on students' values: Two longitudinal studies. *Journal of Business Ethics* 83, 233-246.

Krishnan, V.R. (2009). Transformational leadership questionnaire – Form 9. Great Lakes Institute of Management, Chennai, India.

Lee, D., Choi, Y., Youn, S., & Chun, J.U. (2017). Ethical leadership and employee moral voice: The mediating role of moral efficacy and the moderating role of leader-follower value congruence. *Journal of Business Ethics* 141 (1), 47-57. https://doi.org/10.1007/s10551-015-2689-y.

Lee, J.A., Sneddon, J.N., Daly, T.M., Schwartz, S.H., Soutar, G.N., & Louviere, J.J. (2017). Testing and extending Schwartz refined value theory using a best-worst scaling approach. *Assessment* 104 (1), 279-285.

Lee, J.A., Soutar, G., & Louviere, J. (2008). The best-worst scaling approach: An alternative to Schwartz's values survey. *Journal of Personality Assessment* 90 (4), 335-347.

Louis, M.R. (1980). Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. *Administrative Science Quarterly* 25 (2), 226-251.

Mader, E.M., Roseamelia, C., & Morley, C.P. (2014). The temporal decline of idealism in two cohorts of medical students at one institution. *BMC Medical Education* 14 (1), 58.

Maher, K. (2006). Physician socialization and the loss of idealism. *Journal of the South Carolina Medical Association* 102 (3), 67-69 1975 Retrieved from: http://europepmc.org/abstract/MED/16995485. on January 8, 2018 at 15:15 hours.

Martin, J.L., & Lembo, A. (2020). On the other side of values. *American Journal of Sociology* 126 (1), 52-98. https://doi.org/10.1086/709778.

Martin, S.R. (2016). Stories about values and valuable stories: A field experiment of the power of narratives to shape newcomers' actions. *Academy of Management Journal* 59 (5), 1707-1724.

McCarty, J.A., & Shrum, L.J. (2000). The measurement of personal values in survey research: A test of alternative rating procedures. *Public Opinion Quarterly* 64, 271-298.

Meglino, B.M., & Ravlin, E.C. (1998). Individual values in organizations: Concepts, controversies, and research. *Journal of Management* 24 (3), 351-389.

Meindl, J.R., Ehrlich, S.B., & Dukerich, J.M. (1985). The romance of leadership. *Administrative Science Quarterly* 30, 78-102.

Melián-González, S., & Bulchand-Gidumal, J. (2016). Worker word of mouth on the internet: Influence on human resource image, job seekers and employees. *International Journal of Manpower* 37 (4), 709-723.

Miller, D.T. (1999). The norm of self-interest. *American Psychologist* 54 (12), 1053-1060.

Miller, D.T., & McFarland, C. (1987). Pluralistic ignorance: When similarity is interpreted as dissimilarity. *Journal of Personality and Social Psychology* 53 (2), 298-305.

Miller, V.D., & Jablin, F.M. (1991). Information seeking during organizational entry: Influences, tactics, and a model of the process. *Academy of Management Review* 16 (1), 92-120.

Morley, C.P., Roseamelia, C., Smith, J.A., & Villarreal, A.L. (2013). Decline of medical student idealism in the first and second year of medical school: A survey of pre-clinical medical students at one institution. *Medical Education Online* 18, 21194. https://doi.org/10.3402/meo.v18i0.21194.

Mulla, Z.R., & Krishnan, V.R. (2011). Transformational leadership do the leader's morals matter and do the follower's morals change? *Journal of Human Values* 17 (2), 129-143.

Nayir, D.Z., & Herzig, C. (2012). Value orientations as determinants of preference for external and anonymous whistleblowing. *Journal of Business Ethics* 107 (2), 197-213. https://doi.org/10.1007/s10551-011-1033-4.

Pfeffer, J. (2013). You're still the same: Why theories of power hold over time and across contexts, 27. Academy of Management Perspectives, pp. 269-280.

Qu, Y.E., Dasborough, M.T., Zhou, M., & Todorova, G. (2017). Should authentic leaders value power? A study of leaders' values and perceived value congruence. *Journal of Business Ethics*. https://doi.org/10.1007/s10551-017-3617-0.

Racko, G. (2017). The values of economics. *Journal of Business Ethics* 154 (1), 35-48. https://doi.org/10.1007/s10551-017-3442-5.

Read, E.A., & Laschinger, H.K.S. (2015). The influence of authentic leadership and empowerment on nurses' relational social capital, mental health and job satisfaction over the first year of practice. *Journal of Advanced Nursing* 71 (7), 1611-1623.

Reina, C.S., Rogers, K.M., Peterson, S.J., Byron, K., & Hom, P.W. (2018). Quitting the boss? The role of manager influence tactics and employee emotional engagement in voluntary turnover. *Journal of Leadership and Organizational Studies* 25 (1), 5-18. https://doi.org/10.1177/1548051817709007.

Ritzenhöfer, L., Brosi, P., Spörrle, M., & Welpe, I.M. (2017). Satisfied with the job, but not with the boss: Leaders' expressions of gratitude and pride differentially signal leader selfishness, resulting in differing levels of followers' satisfaction. *Journal of Business Ethics*. https://doi.org/10.1007/s10551-017-3746-5.

Roberts, B.W., & DelVecchio, W.F. (2000). The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychological Bulletin* 126 (1), 3-25.

Roccas, S., Sagiv, L., & Navon, M. (2017). Methodological issues in studying personal values. In: Roccas, S., Sagiv, L. (Eds.), Values and behavior: Taking a cross cultural perspective. Springer.

Rokeach, M. (1973). The nature of human values. The Free Press, New York.

Sagiv, L., & Roccas, S. (2017). What personal values are and what they are not: Taking a cross-cultural perspective. In: Roccas, S., Sagiv, L. (Eds.), Values and behavior: Taking a cross cultural perspective. Springer.

Saini, G. K. (2018). Do attractiveness rankings and newcomer experience matter in employee recommendation? Unpublished manuscript.

Schmitt, M.J., Schwartz, S., Steyer, R., & Schmitt, T. (1993). Measurement models for the Schwartz values inventory. *European Journal of Psychological Assessment* 9 (2), 107-121.

Schuh, S.C., Van Quaquebeke, N., Keck, N., Göritz, A.S., De Cremer, D., & Xin, K.R. (2018). Does it take more than ideals? How counter-ideal value congruence shapes employees' trust in the organization. *Journal of Business Ethics* 149 (4), 987-1003. https://doi.org/10.1007/s10551-016-3097-7.

Schwartz, S.H., & Zanna, M.P. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. Advances in experimental social psychology, 25. Academic Press, Orlando, FL, pp. 1-65.

Schwartz, S.H. (2016). Personal Communication [Portrait values questionnaire (PVQ-RR; 10/2013)]. May 10 .

Schwartz, S.H., & Bilsky, W. (1987). Toward a universal psychological structure of human values. *Journal of Personality and Social Psychology* 53 (3), 550-562.

Schwartz, S.H., & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of Personality and Social Psychology* 58 (5), 878-891.

Schwartz, S.H., Cieciuch, J., Values, Bartram, D., Cheung, F., Geisinger, K., Hattie, J., Illiescu, D., & Leong, F. (2016). International test commission handbook of testing and assessment. Oxford University Press, pp. 106-119.

Schwartz, S.H., & Sortheix, F. (2018). Values and subjective well-being. In: Diener, E., Oishi, S., Tay, L. (Eds.), Handbook of well-being. Noba Scholar, Salt Lake City, UT, pp. 1-25. Retrieved from: http://www.nobascholar.com/chapters/51.

Schwartz, S.H., Cieciuch, J., Vecchione, M., Davidov, E., Fischer, R., Beierlein, C., & Demirutku, K. (2012). Refining the theory of basic individual values. *Journal of Personality and Social Psychology* 103 (4), 663-688.

Sguera, F., Bagozzi, R.P., Huy, Q.N., Boss, R.W., & Boss, D.S. (2018). The more you care, the worthier I feel, the better I behave: How and when supervisor support influences (un)ethical employee behavior. *Journal of Business Ethics* 153 (3), 615-628. https://doi.org/10.1007/s10551-016-3339-8.

Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Academy of Management Journal* 41 (4), 387-409.

Sosik, J.J., Jung, D., & Dinger, S.L. (2009). Values in authentic action: Examining the roots and rewards of altruistic leadership. *Group and Organization Management* 34 (4), 395-431.

Times of India (December 10, 2011). AMRI Hospital Fire in Kolkata: Toll mounts to 89. The Times of India. Accessed from https://timesofindia.indiatimes.com/city/kolkata/amri-hospital-fire-in-kolkata-toll-mounts-to-89/articleshow/11051787.cms on September 26, 2022.

Triana, M.d.C., Wagstaff, M.F., & Kim, K. (2012). That's not fair! How personal value for diversity influences reactions to the perceived discriminatory treatment of minorities. *Journal of Business Ethics* 111 (2), 211-218. https://doi.org/10.1007/s10551-012-1202-0.

Van Maanen, J. (1978). People processing: Strategies of organizational socialization. *Organizational Dynamics* 7 (1), 19-36.

Van Maanen, J., & Schein, E.H (1979). Toward a theory of organizational socialization, 1. JAI Press, Greenwich, CT.

Vecchione, M., Schwartz, S., Alessandri, G., Döring, A.K., Castellani, V., & Caprara, M.G. (2016). Stability and change of basic personal values in early adulthood: An 8-year longitudinal study. *Journal of Research in Personality* 63, 111-122.

Weiss, H.M. (1978). Social learning of work values in organizations. *Journal of Applied Psychology* 63 (6), 711-718.

Winston, C.N., Maher, H., & Easvaradoss, V. (2017). Needs and values: An exploration. *The Humanistic Psychologist* 45 (3), 295-311.

Zhu, J., Tatachari, S., & Chattopadhyay, P. (2016). Newcomer identification: Trends, antecedents, moderators and consequences. *Academy of Management Journal* 60 (3), 855-879.